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ABSTRACT

The reading interests of children should be considered by teachers in order to increase positive attitudes toward reading, the amount of their reading, and their reading achievement. Since findings show that using trade books to teach reading has strong positive effects upon children's reading achievement, a study examined children's choices of trade books to determine cover preference. The intention of the study is to help educators in making decisions about children's books that will lead to the greatest reading benefits for children. Subjects, 773 children elementary-age children in Montgomery, Alabama, individually selected a book to read from a collection with two copies (hardback and paperback) of 40 books. Results indicated that elementary-age children overwhelmingly choose paperback trade books over hardback trade books for individualized reading. Findings also showed (1) the following groups were even more likely to choose softback books: older children, white children, and male children; (2) softback preferences were greater for white males than for black males for both older and younger children, and for white females than for black females for both older and younger children; (3) children's reasons for selecting books did not significantly differ for hardback or softback editions, or by sex, race, grade level or any combinations; and (4) six titles accounted for over half of the books selected. (Eight tables of data are included, and 20 references are appended.) (MS)

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Effects of Trade Book Covers (Hardback or Paperback) on Individualized Reading Choices by Elementary-Age Children

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Effects of Trade Book Covers (Hardback or Paperback) on Individualized Reading Choices by Elementary-Age Children

by

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(Abstract)

This study examined children's choices of trade books to determine cover preference. A random sampling yielded 773 children who individually selected a book to read from a collection with two copies (hardback and paperback) of 40 books. Utilizing Z scores and chi square values, the children's selections were analyzed by sex, race, and grade level for book choice and reason. A significant ($p > .001$) number (64%) of elementary-age children preferred paperback editions. Subgroup analyses revealed that the more likely softback preferences favored significantly: older over younger children, white over black children, and male over female children. Softback preferences were greater for white males over black males for both older and younger children, and white females over black females for both older and younger children. Children's reasons for selecting books did not significantly differ for hardback or softback editions, or by sex, race, grade level, or any combinations. Six titles accounted for over half of the books selected.

Effects of Trade Book Covers (Hardback or Paperback) on
Individualized Reading Choices by Elementary-Age Children

The reading interests of children should be considered by teachers in order to increase positive attitudes toward reading, amount of reading, and reading achievement. Eldredge and Butterfield (1986) documented significant gains in achievement and motivation in elementary students using an individualized reading program. Children in the experimental group were encouraged to read their own selections which were not controlled for sentence length or vocabulary. Children in the three control groups were taught using one of three variations of the basal reading approach (homogeneous grouping, heterogeneous grouping, and heterogeneous grouping with special decoding). While experimental children made significant improvements in both reading skills and attitudes, children in the control groups made significantly lower gains in achievement, and their attitudes toward reading actually decreased. Bader, Veatch, and Eldredge (1987) reviewed research from the 1950's, 1960's, and 1970's in support of the benefits of individualized reading. They then conducted five experiments to compare programs using child-selected trade books with programs using teacher-assigned basal readers. Their findings upheld once again that using trade books to teach reading had much stronger positive effects upon children's reading achievement and interest than traditional basal methods.

Trade books are now widely available in the inexpensive paperback format. The average price of a children's paperback is one-fourth to one-third that of the average hardback (Browder, 1981). Traditionally, paperbacks have been reprints of hardbacks so they are characterized by the same fine skill and diversity of authors and illustrators and the same variety of literary genre, characters, story patterns, themes and cultural impact as

hardbacks (Moss, 1981). Profits from publishing houses and booksellers are convincing indicators that children actually select softcover over hardcover. Browder, owner of a children's bookstore in Massachusetts, had been informed by both publishers and other booksellers that his success would be based largely upon hardback sales. Studying his sales from 1977 to 1981, Browder found softback sales balancing steadily in dollar value with those of hard.

Teachers who work with older and often unmotivated readers have utilized paperbacks with considerable success. Howell and Sylvester (1983) recorded appreciable gains in reading achievement and motivation of elementary students involved in an after school reading program. Small student groups were read paperbacks for brief periods or until the most exciting part was reached. After the read-aloud sessions, paperbacks were distributed to listeners. Although they were never required to finish, the children consistently completed the paperbacks. In a high school setting, Rehder (1980) directed a semester course for an experimental group of juniors and seniors providing opportunities for self selection of paperbacks, peer discussion of books, and teacher-student conferencing. A control group comprised of students at the same grade levels continued to participate in composition classes involving an average amount of reading. Students were pre- and post-tested using the Nelson-Denney Reading Inventory. The control group gained only the equivalent of one semester in reading skills and evidenced a loss in reading rate. At the end of the semester, the experimental group showed an average gain of 1.87 years for all tests and a 2.6 year gain in reading rate, as well as vocabulary gains of eight months above and comprehension gains of thirteen months above control group gains. Students whose gains were the most dramatic were those who said they had never before independently read a book for pleasure.

When interviewed directly regarding their reading preferences, children express definite opinions regarding book format. Studying elementary-age children, Ross (1978), Weiss (1982), and Hill (1984) determined that the physical appearance of books was of importance to children. Children interviewed by the researchers made book choices based upon characteristics such as type size and style, illustrations, and cover. The research of Ross, along with that of Wendelin and Zinck (1983), revealed that elementary children preferred paperback over hardback books. While children most often selected the books they read from classroom or school libraries, their teachers were unable to predict accurately the cover choices of their elementary students (Hill, 1984).

The purpose of this study was to examine elementary-age children's choice of trade books to determine whether children prefer hardback or soft-back covers on the books they choose to read. The information should aid educators in making decisions about children's books that will lead to the greatest reading benefits for children.

Method

Subjects

From the elementary-age children in Montgomery, Alabama, two classes from each of four grades (second, third, fourth, fifth) in each of four different elementary schools yielded 773 subjects. The specific schools and classes were randomly selected. Kindergarteners and first graders were omitted due to their limited reading skills which would lessen opportunities for the children to select books.

Of the 773 children, approximately one-fourth (Grade Two - 24%, Grade Three - 25%, Grade Four - 28%, Grade Five - 23%) were in each grade level. A little over one-third (36.6%) were black, and a little less than two-thirds were white or Asian (62% and 1.4% respectively). The limited degree

of time with each student and limited biographical data about each child prevented any attempt at further racial classification. For example, hispanic children were simply classified in the broad category of white. And finally, the subjects were almost evenly divided between boys (51.5%) and girls (48.5%).

Materials

The researchers carefully selected clean, attractive, matched pairs of hardback and softback editions of trade books. One set of books was identified for the primary level, and a second set was identified for the intermediate level. Some books were judged to be transitional and presented to both levels. Approximately 40 different pairs of trade books were presented, but only 36 titles were selected at least once by the children.

Procedure

Permission to interview the children was secured from the Montgomery, Alabama County School System. The researchers visited each of four elementary schools in the spring of 1987. Two tables displaying the sets of books were placed in grade level wings. Classes were told that the researchers wished to determine what books children liked. In order to do so, the researchers explained that each child would be asked to select any one book that "you would like to read." It was further explained that the child would not be allowed to keep the book selected at that time because the book would be needed by other children in the study. Teachers were asked to assist children in locating their selections later in school libraries. A single child was called from a room, requested to "pick any book that you would like to read if you could read it now or later," and allowed to pick up a book. Then the child showed the book to a recorder who asked "Why did you choose this book?" The book, the child's sex, race, cover choice, and stated reason for the choice were recorded on forms

identified by school, grade, and teacher. Neither the children nor their teachers were told that the study was to determine cover preferences. Teachers and children were asked not to discuss book choices when the children returned to the rooms to avoid influencing the choices of others. A researcher selecting a child from a classroom monitored the very high level of compliance with this request.

Treatment

Descriptive data were organized by frequency and percentage for groups of All Children, All Male, All Female, All Blacks, All Whites, All Asians, and All Grades of Second, Third, Fourth, and Fifth. Combined groups of sex, race and grade were formed. Each group was analyzed for cover choice, reason, and actual book selected.

Results

Analyses of the subjects by race, grade level, and sex in 45 combination subgroups were conducted (Tables 1, 2 and 3). The experimenters tested that in each subgroup children preferred softback covered books. In any subgroup, p denoted the proportion of a population preferring soft cover. The null hypothosis was $p = .5$ and the alternative was $p > .5$. The standard test - a one sided normal test - was applied and comparison was claimed to be significant at the .05 level if ($Z > 1.645$). The number of subjects in each subgroup, except the Asian combinations, was sufficient to obtain a true measure of difference. Therefore, the Asian subgroup was included only in total analyses.

Of the 773 elementary-age children in this study 64% preferred softback editions. This demonstrated a very significant ($Z = 7.9$, p - value $> .001$) preference for paperback trade books by elementary-age children.

When the children are analyzed by race and grade level only (Table 1), a total of eleven of the fifteen tested subgroups significantly preferred

softback over hardback editions. White children in Grades Two through Five and in All Grades Combined significantly preferred softback editions. Black children in Grades Four and Five significantly preferred softback editions. All the Black children in All Grades Combined almost significantly preferred softback editions. No significant difference in preference was discernible for Black children in Grades Three. Black children significantly preferred hardback editions in Grade Two. All Children Combined (Asian, Black, and White) preferred softback editions in Grade Two and significantly preferred softbacks in Grades Three, Four, Five and in All Grades Combined.

(Insert Table 1)

When males were analyzed by race and grade level (Table 2), a total of twelve of the fifteen tested subgroups significantly preferred softback over hardback editions. Quite significantly, the White Male preferred softbacks in Grade Two through Grade Five as well as in All Grades Combined. However, the young Black Male did not significantly prefer the softback until Grade Five although a strong tendency toward softback preference was shown by Grade Four. The total for all the Black Males in All Grades Combined was significant in preference for softbacks. All Males Combined (Asian, Black, and White), in Grades Two through Five and in All Grades Combined significantly preferred softback editions.

(Insert Table 2)

When females were analyzed by race and grade level (Table 3), a total of seven of the fifteen tested subgroups significantly preferred the softback book cover. One subgroup significantly preferred the hardback cover. The young Black Females in Grade Two significantly preferred the hardback covered children's books. By grade three, the Black Females

preference was softback books and by Grade Four (but not Grade Five) they signficiantly preferred the softback books. The Black Females in All Grades Combined indicated a slight preference for the softback editions.

Although the young White Females tended toward the softback edition, it was only the Fourth and Fifth Grade White Females who significantly preferred softback books as did all the White Females in All Grades Combined. All Females Combined (Asian, Black, and White) in Grades Four, Five and in All Grades Combined significantly preferred the softback editions.

(Insert Table 3)

Comparative analysis by sex (Table 4) revealed that while 60% (223) of the females and 69% (274) of the males selected the softback cover, the sexes did differ significantly (chi square value = 6.881 with 1 D.F., p - value = .009) in proportions favoring soft cover by sex. Elementary-age males were more likely to select softback covers than elementary-age females.

(Insert Table 4)

When the same subjects were analyzed by race (Table 5), only 55% (155) of the black children selected softbacks while 70% (335) of the white children selected softback books. Even though the number is small, 64% (7) of the Asian children selected softback books. A chi square test using black and white subjects revealed a significant difference (chi square value = 17.828 with 1 D.F., p - value $>$ .001) in proportions favoring soft cover. White children were more likely to select books with soft covers than black children.

(Insert Table 5)

When analyzing age differences as identified by grade placement (Table 6), a pattern of increasing softback preference was determined from the lower to the upper grades. The distribution of softback cover preference among the grades of: Grade Two (56%, 103 children), Grade Three (58%, 111 children), Grade Four (72%, 156 children) and Grade Five (71%, 127 children) revealed a significant difference by grades (chi square value = 18.407 with 3 D.F., p - value $>$ .001). Older children were more likely to select softback editions than younger children.

(Insert Table 6)

Children's stated reasons for selecting a book varied (Table 7). The single most often identified reason for selecting any book was that a specific type of book or topic (29.2%), such as adventure, funny, animal, or character, was preferred. Over a quarter (27.3%) of the children identified some previous direct experience with a particular book as their reason. Almost one-fourth of the children described the physical appearance (17.1%), such as cover, title, length or just the general impression (5.7%) of a book ("it looks good") as the deciding reason for selection. The influence of movies and T.V. (11.9%) was felt by one-eight of the children. Knowledge of author and/or illustrator (3.5%) accounted for some of the reasons. The remaining reasons were recommendations from peers or adults (1.3%), other reasons (.7%), and no response (3.4%).

(Insert Table 7)

It was the researchers desire to determine if any significant pattern developed in relation to children's identified reasons for selection of books and the actual books or covers selected. In addition to running chi

square test of independence and goodness of fit on several subgroups of race, sex and grade level by individual reasons, hardback vs. softback selectors by individual reasons were also run. No significant patterns were found. After collapsing the reasons into two categories of Internally Motivated Reasons and Externally Motivated Reasons, various tests were conducted. Others and No Response were eliminated. External included movies and T.V. influence, and recommendations from peers or adults. The larger number of reasons made up the Internal category. Extensive tests yielding chi square values for cover preference by Internal or External Motivated Reasons or all the several combinations of sex, race, and grade level revealed no significant patterns. In many cases, the number in each cell was too small. Children's Internalized values appeared to dominate children's reasons both for hardback and softback selections.

When the trade books were selected by the researchers, the intent was to select a matched set of appropriate hardback and softback books. Of the books offered for children to select, 36 were selected at least one time. Table 8 shows the order in which they were selected. Charlotte's Web (20.4%) was clearly the most popular, representing one-fifth of the choices. The second choice (Ramona Forever - 7.9%) was a distant second. It was followed closely by a tie for third choice at 7.6% by Five Chinese Brothers and Mouse and His Child. Pippi Longstocking, fifth choice (5.6%), and Black Stallion sixth choice (5.3%), were the other books selected by more than five percent of the children. These six books were selelcted by over half (59.4%) of the children. The first ten choices accounted for seven out of ten (70.1%) of all the titles selected.

(Insert Table 8)

Conclusions

The major conclusions of this study regarding the effects of trade book covers (hardback or paperback) on individualized reading choices by elementary-age children is that elementary-age children overwhelmingly choose paperback trade books over hardback trade books for individualized reading.

Additional conclusions are the following:

1. Although younger children clearly prefer paperbacks over hardbacks, older children are even more likely than younger children to choose paperback editions.
2. Although black children prefer paperbacks over hardbacks, except in grade two, white children are much more likely than black children to choose paperback editions in elementary school (grades two through five).
3. Although girls clearly prefer paperbacks over hardbacks, boys are even more likely than girls to choose paperback editions in elementary school (grades two through five).
4. Although black males prefer paperbacks over hardbacks, particularly in grade five, white males are much more likely than black males to choose paperback editions in elementary school (grades two through five).
5. White females clearly prefer softbacks over hardbacks, particularly in grades four and five, and are much more likely than black females to choose paperback editions in elementary school (grades two through five).
6. Black females are inconsistent in book cover preference in elementary school (grades two through five), ranging from a significant preference for hardbacks in grade two, to a

significant preference for paperbacks in grade four, resulting in only a slight preference for paperback editions by elementary-age, black females.

7. Elementary-age children's reasons for selecting books (hardback or paperback) are based upon personal likes or dislikes of certain types of books, of authors, of previous experience with a book, or the appearance and appeal of a book, revealing a strong influence of previously internalized values.
8. The real reason why children choose paperbacks over hardbacks appears to be hidden by the strong influence of the content of books on children's reasons for selection.
9. Recommendations by peers or adults must either become internalized quickly, or be ignored by children selecting books, since very few children identify the influence of others as their reason for choosing a book.
10. Charlotte's Web is the favorite book of many elementary-age children.
11. A dozen trade books would provide a library fulfilling three-fourths of elementary-age children's personal reading choices.

Implications

Many teachers, librarians, principals, and parents have thought for sometime that children might prefer to read paperback editions more than hardback editions of literature. The findings of this study provide hard evidence for those who have advocated the paperback trade book as a way to economically expand school and classroom libraries. Advocates of an indirect, individualized teaching of reading through children's literature

such as Jeannette Veatch, and those who feel more comfortable with a direct instructional approach like a basal reading program, such as Jeanne Chall or George and Evelyn Spache, agree that the opportunity to read personally-selected trade books promotes fluency and a love of reading.

School systems seldom have all the funds necessary to provide all the desired materials to aid learning by children. The appeal of paperback books should be considered by teachers, librarians, and administrators planning for reading instruction. Many paperbacks can be purchased for the cost of fewer hardback editions. Responding to student interests should promote lifelong reading interests as students experience the benefits of reading what they truly like. The availability of paperbacks should promote attitudes in children, particularly those from lower socioeconomic backgrounds, that literature belongs to all of the people. The students may identify more positively with literature when they realize that they can afford paperback libraries of their own.

The importance of the skills of reading to children's success in school and in life assures the need for teaching children how to read. In addition to children learning how to read, children should learn to like, even love, reading. Children learn to read when taught to read. Children learn to love reading when allowed to read a variety of books of personal interest.

This study contributes to the existing knowledge that, when provided the opportunity to choose, children prefer to read paperback books over hardback books. Paperback books can be brought to children through book clubs, bookstores, school and public libraries, and interested parents. Paperback books are less threatening and more appealing to children. Because of paperbacks' attractive covers, portability, economy, up-to-dateness and strong preference by children themselves, teachers who utilize paperbacks will see a favorable impact on children's interest in reading.

Teachers can expect to have children who not only learn to read more fluently but also learn to love reading.

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Table 1

Analysis of Book Cover Preference by
Race and Grade Level Combination Subgroups
And All Children Combined

Race	Choices Percent & Z Scores	Grade Two	Grade Three	Grade Four	Grade Five	All Grades Combined
Asian	Softback	1	5	0	1	7
	Hardback	1	2	0	1	4
	Soft %	50	71	0	50	64
	Z Score	-	-	-	-	-
Black	Softback	27	35	52	41	155
	Hardback	42	31	32	23	126
	Soft %	39	53	62	64	55
	Z Score	-1.81*	.49	2.18*	2.25*	1.61
White	Softback	75	71	104	85	335
	Hardback	39	48	29	28	144
	Soft %	66	60	78	75	70
	Z Score	3.37***	2.11*	6.5***	5.36***	8.73***
All Children Combined	Softback	103	111	156	127	497
	Hardback	82	81	61	52	276
	Soft %	56	58	72	71	64
	Z Score	1.54	2.17*	6.45***	5.6***	7.9***

* .05 level of significance (Z = 1.645)
** .01 level of significance (Z = 2.71)
*** .001 level of significance (Z = 3.1)

Table 2

Analysis of Book Cover Preference by Males In
Race and Grade Level Combination Subgroups

Males	Choices, Percent & Z Scores	Grade Two	Grade Three	Grade Four	Grade Five	All Grades Combined
Asian	Softback	0	3	0	0	3
Males	Hardback	1	0	0	1	2
	Soft %	0	100	0	0	60
	Z Score	-	-	-	-	-
Black	Softback	16	17	21	28	82
Males	Hardback	18	18	15	10	61
	Soft %	47	49	58	74	57
	Z Score	-.34	-.17	1	2.92**	1.75*
White	Softback	44	38	57	50	189
Males	Hardback	17	20	15	10	62
	Soft %	72	66	79	83	75
	Z Score	3.46***	2.36*	4.95***	5.16***	8.02***
All	Softback	60	58	78	78	274
Males	Hardback	36	38	30	21	125
	Soft %	63	60	72	79	69
	Z Score	2.45*	2.04*	4.62***	5.73***	7.46***

* .05 level of significance (Z = 1.645)
** .01 level of significance (Z = 2.71)
*** .001 level of significance (Z = 3.1)

Table 3

Analysis of Book Cover Preferences by Females In Race and Grade Level Combination Subgroups

Females	Choices, Percent & Z Scores	Grade Two	Grade Three	Grade Four	Grade Five	All Grades Combined
Asian Female	Softback	1	2	0	1	4
	Hardback	0	2	0	0	2
	Soft %	100	50	0	100	67
	Z Score	-	-	-	-	-
Black Females	Softback	11	18	31	13	73
	Hardback	24	13	17	13	67
	Soft %	31	58	65	50	52
	Z Score	-2.2*	.9	2*	0	.5
White Female	Softback	31	33	47	35	146
	Hardback	22	28	14	18	82
	Soft %	59	54	77	66	64
	Z Score	1.24	.64	4.23***	2.34*	4.24***
All Females	Softback	43	53	78	49	223
	Hardback	46	43	31	31	151
	Soft %	48	55	72	61	60
	Z Score	-.32	1	4.51***	2.01*	3.73***

* .05 level of significance (Z = 1.645)
** .01 level of significance (Z = 2.71)
*** .001 level of significance (Z - 3.1)

Table 4

Book Cover Preference Compared by Sex *

Sex	Number & Percent	Soft Cover	Hard Cover	Sex Totals	Percentage of Whole
Female	No.	223	151	374	48.4
	%	60	40	100	
Male	No.	274	125	399	51.6
	%	69	31	100	
TOTAL	No.	497	276	773	100
	%	64	36	100	

* CHI-SQUARE value = 6.881 with 1 D.F., P value = .009

Table 5

Book Cover Preference Compared by Race *

Race	Number & Percent	Soft Cover	Hard Cover	Race Totals	Percentage of Whole
Asian	No.	7	4	11	1.4
	%	64	36	100	
Black	No.	155	128	283	36.6
	%	55	45	100	
White	No.	335	144	479	62
	%	70	30	100	
TOTAL	No.	497	276	773	100
	%	64	36	100	

* CHI-SQUARE Value - 17.828 with 1 D.F., p value $<$ .001, Blacks compared with Whites only.

Table 6

Book Cover Preference Compared by Age/Grade Level *

Grade	Number & Percent	Soft Cover	Hard Cover	Grade Totals	Percentage of Whole
Two	No.	103	82	185	24
	%	56	44	100	
Three	No.	111	81	192	25
	%	58	42	100	
Four	No.	156	61	217	28
	%	72	28	100	
Five	No.	127	52	179	23
	%	71	29	100	
TOTAL	No.	497	276	773	100
	%	64	36	100	

* CHI-SQUARE Value = 18.407 with 3 D.F., P value $<$ .001

Table 7

Rank Order of Reasons for Book Selections and Number & Percentage of Softback Selectors Identifying a Specific Reason

Rank Order	Reason for Book Selection	Number and Percent	Softback Selectors & % of Reason	Total Reason & % of Total Subjects
1	Specific type book or topic preferred	No. %	152 67.2	226 29.2
2	Previous direct experience with book	No. %	125 59.5	211 27.3
3	Physical appearance (title, cover, length)	No. %	91 68.9	132 17.1
4	Movies and T.V. Influence	No. %	51 55.4	92 11.9
5	General Impression of book (like it, looks good)	No. %	29 65.9	44 5.7
6	Knowledge of author and/or illustrator	No. %	20 74.1	27 3.5
7	Recommendation from peers or adults	No. %	9 90	10 1.3
8	Other reasons	No. %	2 40	5 .6
	No Response	No. %	18 69.2	26 3.4
	TOTAL	No. %	497 64.3	773 100

Table 8

Titles of 36 Books in Order of
Selection Preference by Children *

Rank Order		Percentage of Selection	Cumulative Percent
1	Charlotte's Web	20.4%	20.4%
2	Romana Forever	7.9%	28.3%
3	5 Chinese Brothers	7.6%	35.9%
3	Mouse and His Child	7.6%	43.5%
5	Pippi Longstocking	5.6%	49.1%
6	Black Stallion	5.3%	54.4$
7	Mary Poppins	4.8%	59.2%
8	The Gorilla Did It	4.2%	63.4%
9	Horton Hatches the Egg	3.5%	66.9%
10	Alexander and the Terrible, Horrible, No Good, Very Bad Day	3.2%	70.1%
11	Gentle Ben	2.9%	73 %
12	The Lion, the Witch and the Wardrobe	2.7%	75.7%
12	Call It Courage	2.7%	78.4%
14	Little Red Riding Hood	2.4%	80.8%
15	Homer Price	1.8%	82.6%
16	Ellen Tebbits	1.6%	84.2%
16	Thimble Summer	1.6%	85.8%
18	The Three Billy Goats Gruff	1.4%	87.2%
18	The Pushcart War	1.4%	88.6%
20	I'm Terrific	1.3%	89.7%
20	The Littliest Rabbit	1.3%	91.2%
22	A Bargain for Frances	1.1%	92.3%
22	Herman, the Helper	1.1%	93.4%
22	Robinson Crusoe	1.1%	94.5%
22	The Borrowers	1.1%	95.6%
26	Nana Upstairs, Nana Downstairs	0.8%	96.4%
27	Make Way for Ducklings	0.6%	97 %
28	Bread and Jam for Frances	0.5%	97.5%
28	Strawberry Girl	0.5%	98 %
30	The Rise and Fall of Adolph Hitler	0.3%	98.3%
30	National Velvet	0.3%	98.6%
30	Johnny Tremain	0.3%	98.9%
30	Roller Skates	0.3%	99.2%
30	The Tenth Good Thing about Barney	0.3%	99.5%
30	Little Men	0.3%	99.8%
30	The Yearling	0.3%	100.1%

* Others were offered but not selected